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ABSTRACT

Although the facts about underage drinking are widely known, the issues that surround this problem vary from one community to the next. Such issues include where and how underage drinking shows itself, how it is viewed by the community, and what residents think is a reasonable way to address underage drinking in their community. This guide is designed to help community members gather accurate information that will reflect the parameters of the teen drinking problem in their community. The guide offers help on defining program goals, how to include important sectors of fellow residents in planning and activities, and how to acquire needed support. This kind of risk assessment will allow a community to determine what programs, methods, or activities may best meet the needs of the community, rather than relying on actions advanced by a few vocal groups. Information is given on how to create a community risk assessment opinionnaire, such as selecting the target population, sampling, and getting a good response. Likewise, the guide explains how to perform a community audit, providing details on how to collect data, process the information, and prepare a report. A model opinionnaire and audit are appended. (RJM)

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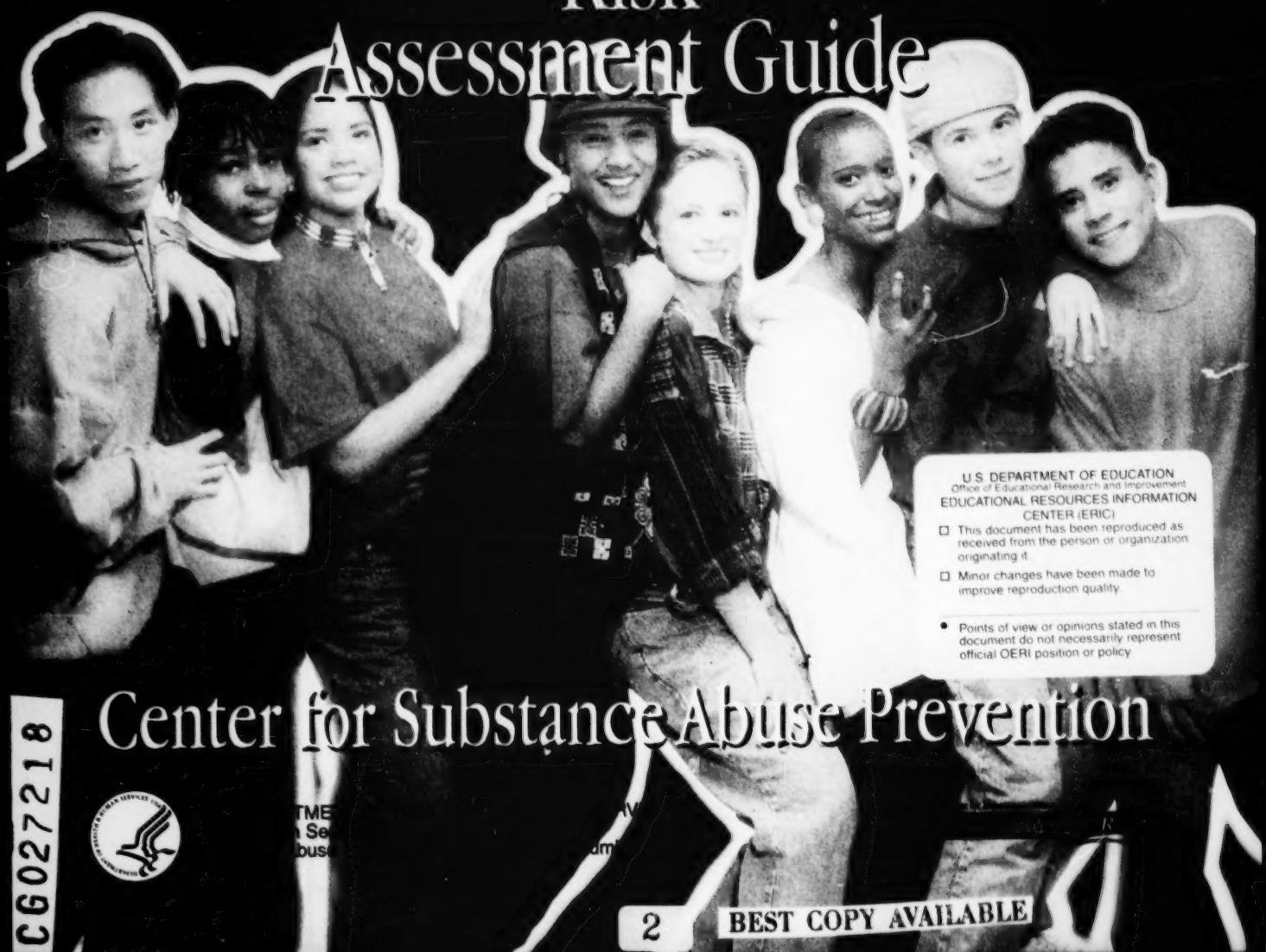
Teen Drinking Prevention Program

Community Risk Assessment Guide



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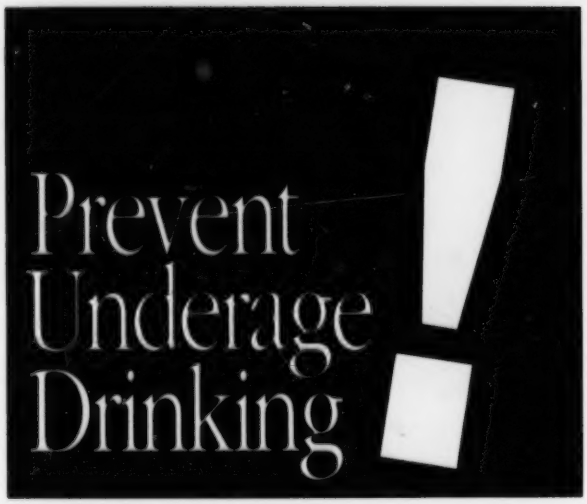
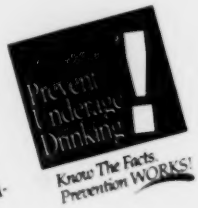


Know The Facts.
Prevention WORKS!

Message From the Director



Teen drinking is an issue that concerns people in almost every community in America. Parents, teachers, coaches, community leaders, law enforcement officers, and teens themselves denounce the harmful consequences of underage drinking. However, every community will define its problem differently, because no two communities have exactly the same conditions or factors that may create or aggravate a teen drinking problem.

The CSAP Teen Drinking Prevention Program is based on innovative public health techniques and has four objectives:

- Raising public awareness of the underage drinking crisis.
- Changing community norms that encourage underage drinking.
- Creating community-specific prevention messages and materials.
- Ensuring that special events in a community encourage healthy lifestyle choices.

The goal of this *Community Risk Assessment Guide* is to help you gather accurate information that will reflect the parameters of the teen drinking problem in your community. The guide will help you define program goals, include important sectors of the community in your planning and activities, and acquire needed support. We hope that the Community Risk Assessment Opinionnaire and the Community Audit will add an important dimension to your Teen Drinking Prevention Program.

My thanks in advance for your participation.

Elaine M. Johnson, Ph.D.
Director, Center for Substance Abuse Prevention
Substance Abuse and Mental Health Services Administration

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The facts about underage drinking are widely known. These facts include statistics about the number of youth who consume alcohol, how much and how often they consume, and many of the harmful consequences associated with their consumption of alcohol. Many schools and communities conduct needs assessments by surveying their young people, asking them fairly standard questions. The results have more similarities than differences from one community to the next.

What are not the same from one community to the next are the issues surrounding underage drinking. These include where and how underage drinking shows itself, how it is viewed by the community as a whole as well as by specific subgroups, and what they think is a reasonable way to address underage drinking in their community.

Why Conduct a Community Risk Assessment?

Although concerns about underage drinking appear to be present in communities across the country, no two communities are entirely alike. People view underage drinking differently. It manifests itself in a variety of ways, and a wide variety of strategies are needed to address it. A community's members, media, organizations, norms, and the patterns of its young people make each community unique.

To address this issue many communities bring together various community members to take action to address and prevent underage drinking. However, many community leaders would like to know where to start and ask the following questions:

- How do you know what programs to develop in your community?
- How do you get an idea of what programs and services for youths are already in place in your community?
- Which young people are using alcohol and under what circumstances?
- Who are the opinion leaders and influences in your community?

One way of answering questions like these is to conduct a Community Risk Assessment.

A Community Risk Assessment assists in gathering information that is broad, systematic, and representative of a community. If your community does not take the time and effort to conduct an assessment, efforts to address underage drinking may be based on the perceptions and opinions of only a few people or the most vocal groups. A Community Risk Assessment will assist you in gathering information from different sources, thus helping to determine what programs, methods, or activities may best meet the needs of the community.

Conducting a Community Risk Assessment should be the first step in the development of a comprehensive plan to prevent underage drinking. This assessment will help you create an inventory of community needs, measure perceptions of the incidence and the nature of underage drinking, and identify community norms that may promote or discourage underage drinking.

The purpose of this guide is to provide you with the tools necessary to

- Gather information on perceptions about the problem of underage drinking and factors in the community that influence alcohol use by young people.
- Plan prevention strategies.
- Serve as a basis for discussions across groups and ultimately toward consensus building.

What Methods Can Be Used for the Needs Assessment?

Many approaches can be used to conduct a needs assessment on underage drinking. Each of the methods listed below has both advantages and limitations. Whichever your community chooses will be based on its desires, resources, expertise, time, and desired outcomes.

- Holding community forums and hearings–Consists of open community meetings where participants express their opinions about the problems of underage drinking.
- Conducting key informant interviews–Provides information from key people who represent or speak for various constituencies in the community. These people may include religious leaders, elected officials, school principals, and so forth.
- Studying social indicators–Consists of examining data that have been linked to underage drinking. Examples of data include school grades and absenteeism, noise, and automobile crashes. This information can be useful in determining the questions to be used in key informant interviews, focus groups, surveys, and forums.
- Observing the environment from a sociological standpoint–Provides information on community norms that affect the behaviors of people living in that community.
- Conducting surveys–Consists of collecting data from a sample of individuals with the use of a questionnaire or similar instrument.
- Compiling data from various sources–Consists of collecting data regarding emergency room visits, crashes, deaths, overdoses, medical emergencies, injuries, and DUIs.

The CSAP Teen Drinking Prevention Program has designed two needs assessment instruments, a **Community Risk Assessment Opinionnaire** and a **Community Audit** (see appendix), to assist communities in planning and implementing a unified effort to address underage drinking. Each instrument has a separate and distinct purpose.

Community Risk Assessment Opinionnaire

The purpose of the Community Risk Assessment Opinionnaire is to get the *opinions* of key individuals in the community about how *they* view the issue and what they think ought to be done to address it better. The opinionnaire aims to gain a "pulse" of a targeted group of individuals. The group and/or individual responses are then used to further plan and develop additional inquiries, as well as to provide some documentation to decisionmakers. With this instrument, there is no right answer; the responses are the various opinions or perspectives held by designated individuals.

Content

The opinionnaire covers four main subject areas:

- Background information
- Views of the youth and alcohol issue
- Community's view of youth and alcohol
- Current and future community efforts

Conducting the Community Risk Assessment Opinionnaire

When conducting an assessment the following should be considered:

- The assessment should cover one or several groups of people in your area.
- Your instrument should comprise questions suitable for computer tabulation and analysis.
- An advisory group of community and agency leaders or youth and community advisory panels can be helpful in identifying the categories of persons to be surveyed.
- The opinionnaire is not designed to provide the basis for generalizing to the entire population. Further, your human resources and time constraints limit the size of the audience. The opinionnaire's purpose is to gather a general understanding of the concerns, needs, and opinions of specific groups in your community.
- The administration of the opinionnaire is a manageable process. Using the tips provided should be helpful.

Selecting the Target Population

The first question to be asked is, how is the information going to be used? Consider where the community needs assistance. In a sense, you are beginning with the end in mind. If it is important to learn the opinions of a particular group (such as the school personnel or those who have volunteered to address this issue), then the emphasis would be on gathering information from that group. As an alternative, the community may know that certain decisionmakers are not yet fully convinced of the need for an effort to address underage alcohol use; they may be better convinced once they know the opinions of a particular group in the community. Regardless of *why* particular groups are targeted, it is helpful to think about who these groups are.

Potential groups may include the following:

- Citizens in general
- Business leaders
- Older citizens
- Civic leaders
- Younger citizens
- Religious leaders
- Health care providers
- Schoolteachers
- Law enforcement officers

- School administrators
- Law enforcement supervisors
- Government employees
- Elected officials
- Media personnel
- Others involved in alcohol, tobacco, and other drug (ATOD) efforts

You will need to decide which individuals will be most helpful to you. Specifically, consider which groups best serve your interests and the level of effort necessary to reach members of any of the groups. For example, while it may be very convenient to gather opinionnaires from those involved in ATOD efforts, the resulting data may not be helpful in meeting your organization's needs. Alternatively, what may be most helpful (e.g., opinions of schoolteachers or law enforcement officers) may be difficult to get because of the difficulty in obtaining a mailing list or finding another way to reach these employees.

A wide variety of groups may be targeted. In fact, you may desire a wide variety of information from a variety of groups. In planning the needs assessment, consider what is needed, what can be obtained, and what will be useful.

Once a specific group (or groups) is identified, make plans about how to obtain responses from them. The principle essential to this task is *representation*—be certain that those you select to respond to the opinionnaire represent the group identified. For whatever group (or groups) you select, you will want to get a representative sampling so you can confidently report the results that actually reflect the opinions of that group. This can be done through *randomness* and *responsiveness*.

The first activity is to randomly select individuals within the identified group(s). The selection should not be based on any factors that might bias the results (and thus the representativeness), including such factors as an individual's gender, experience, level of activity outside his or her role or specific responsibilities, or your acquaintance with the person.

Getting a Good Response

To obtain responsiveness, your ultimate aim is to obtain a completed opinionnaire from every individual identified. Although it is difficult to have a 100 percent response rate, your goal is to obtain as high a rate as possible. This task can be done with an easy-to-use design of your survey instrument, as well as through incentives, bonding, and respondents' sense of loyalty.

To maximize the response rate, consider the following suggestions:

- Keep the instrument as short as possible.
- Demonstrate professionalism and confidentiality.
- Minimize any costs of returning the opinionnaire (provide a stamped, addressed return envelope).
- Consider calling the randomly selected individuals to inform them that their participation is essential. This personal contact can be influential.
- Include a coupon redeemable for a purchase with all opinionnaires distributed.
- Promote an incentive, such as allowing individuals who respond to qualify for a special prize drawing. This can be done by having respondents return a postcard with their name and address, while the survey gets returned anonymously. For the incentives, consider what is meaningful to the individuals targeted and what might encourage their response to the opinionnaire.
- Include a plea from an influential local political figure, sports hero, businessperson, or the like.
- Promote regional rivalry by having those areas with the highest response rate receive a reward.

By using these suggestions, you can obtain responses from enough people so that you can draw meaningful conclusions. Of course, the greater the number of responses, the more you can learn in order to influence others about the value of your results.

You may decide that a good number of responses for this effort is 200. However, you may need to identify 300, 400, or even 500 individuals to whom to send the opinionnaire to achieve this response rate.

Gathering Assistance

An important aid in this process is to identify people who can assist in gathering the opinionnaires. There may be a local college or university whose students (or student organizations) can be enlisted to provide assistance. Service clubs, religious organizations, citizen groups, professional associations, and related groups also may be willing to provide assistance with some or all aspects of implementing the opinionnaire, such as obtaining mailing lists, selecting names, obtaining appropriate incentives, making preliminary telephone calls, making followup telephone calls, stuffing envelopes, accepting the responses, and providing other logistical activities.

Sampling

The total individual responses may be subdivided (but not too much) into smaller groups of individuals. If 200 responses are received, consider dividing them into four groups of 50 individuals, each from a different perspective of the community. Recommendations for the sampling categories are presented below. Before distributing the opinionnaires, code them according to the group they represent. For example, if you select four groups, put a different 1-inch color stripe on the back of each opinionnaire for that group (i.e., blue–police officers; red–youth; yellow–religious community; green–teachers). This method will inform you of group response patterns, but it is not obvious to respondents.

The following community-based service agencies may be targeted:

- Alcohol, tobacco, and other drugs service organizations–Directors of all identifiable agencies within the community that provide ATOD education, prevention, counseling, related health care, or support services.
- Other human service organizations–Directors of other community-based human service organizations whose predominant client group is young people.
- Public agencies–Senior officials in local ATOD prevention bureaus who are knowledgeable about alcohol, tobacco, and other drugs and underage drinking; school administrators and teachers; and others in public agencies involved with ATOD- and youth-related services.

Also, the following community leaders may be identified:

- Elected officials–City or county council members, school board members, and other local elected officials, drawn randomly.
- Organization leaders–Individuals who serve as heads of key community-based organizations; church and religious organizations; and civic, professional, and service associations.
- Other leaders–Other identified opinion leaders or people respected in the community. These may be appointed officials, former elected officials, retired persons, law enforcement personnel, or media representatives.

Survey the following community residents:

- Youth–Volunteers at youth-focused activities, or students or student organizations at a local college or university.
- Other community residents–Volunteers at local churches or synagogues, alumni associations, parent/teacher associations, service groups, local malls and shopping centers, bus stops, or neighborhoods.

Getting the Results

Once you have gathered the information, it is time to tabulate it. Again, if you have gathered 200 surveys, you *could* compile these and get an overall range of scores. However, this is both unwise and unnecessary. Why is it unwise? Because if your community group is like most groups, once it has some information, it will want to go back and look at other factors and other relationships between various items. It is also unnecessary because of the relative ease of doing the tabulation–with the sophistication of computers! With your information coded onto a computer, you can go back over the data for future analyses.

The computer tabulation can be done in several ways. There are a variety of low-cost

computer analysis programs available on the commercial market. Another way is to gain the assistance of a community leader whose office would be willing to analyze the data. A third approach is to contact a local college or university (such as a statistics, math, business, or research department) to see if they could provide this service (or have your project become a student project). Finally, there may be some blending of approaches, where your community group agrees to enter the data from the forms onto a computer, and someone else will score it.

Another issue that is important regarding the data is to get these arrangements made early, ideally before the survey is printed! That will help in case there are scoring limitations that need to be taken into consideration with the survey itself.

Most of the information requested in the opinionnaire deals with identifying environmental risk factors in the community that influence underage drinking. Since this assessment is based on the opinions of community representatives, no specific number will indicate a problem.

A wide variety of results will be available for summary and interpretation. One of the easiest ways of understanding these results is to look at the responses. For example, for a specific question, what was the response pattern? What were the respondents' attitudes for each issue, and which issues appeared to be of greater importance?

Another way to examine the results is to compare one subgroup with another. For example, if you obtained results from an ATOD planning group and from a group of schoolteachers, you might find that the responses of these two subgroups differed from one another. They may have different views on the extent of the underage drinking problem or about what should be done to address it.

Remember that the results will not represent *everything* that you want to know nor will they represent exactly what everyone in the community thinks. The purpose of gathering these opinions is to provide a better starting point for addressing underage drinking in a more meaningful manner. The opinionnaire results will help provide greater clarity of the issues, as well as a basis for discussion. Following the opinionnaire, you may want to pursue specific issues further and may wish to ask different questions in a different format. The opinionnaire is designed to serve as a foundation for further action.

Preparing a Report

Once the information has been collected and analyzed, summarizing it in a written report is beneficial. You will want to do the following:

- Document the risk assessment process; for example, how the effort began, what was considered during its planning and implementation, who participated, how long it took, any problems or concerns that were involved, and what kind of information was collected.
- Provide a demographic description of the target population.
- State the general problem.
- Summarize the inferential indicators.
- Identify resources and services currently available.
- Identify specific community perception of needs.
- Make recommendations for future planning and efforts.

Community Audit

The purpose of the Community Audit is to physically gather information about a variety of influences on youths' behavior and investigate environmental, social, and community factors that might contribute to underage drinking. The items listed in an audit also provide an inventory of the types of prevention efforts included within a specific community and may be found in existing data and records. With this assessment, there is a right answer for each item because influence and efforts either do or do not exist in the community.

An audit will provide factual information on laws, regulations, alcohol advertising, and sales to youth by exploring issues that address how States, local governments, and the private sector interact to develop safer environments for youth.

The audit may be tailored to a community's needs. Certain areas, topics, or particular environmental factors can be emphasized.

Selecting the Sources

The Community Audit has two goals: (1) to gather information on the extent of the problem of teenage drinking and factors in the community that promote or discourage alcohol use by youth and (2) to prepare you for future prevention efforts by identifying possible interventions or initiatives to target for change. The selection of information sources will be critical for meeting these goals and providing you with information on community risk factors that should be explored further.

You will need to decide what information is relevant to your Community Audit and where to access this information. You might decide on how much information to collect by prioritizing areas to be researched. Information on rules and regulations might be extremely important to your efforts, or maybe alcohol advertising might be a high priority. These factors will provide you with a snapshot of your community: its strengths in preventing underage use and its weaknesses in promoting or preventing youth consumption. The audit will help you create an inventory of community needs on the subject of underage drinking. It will help you gauge the incidence and nature of teenage drinking and identify factors that promote or discourage teenage drinking.

There are nine topic areas in the Community Audit. These topics were chosen based on a review of the literature on teenage drinking and based on the opinions of community leaders who have conducted community audits or similar research projects. The sections are

- Laws and regulations
- Police enforcement
- Tracking
- Advertising
- Public transportation
- Publications
- Related advertising
- Sales of alcoholic beverages
- Community

Sources of information for each category are based on recommendations from researchers, community leaders, and community-based agencies. These sources vary, and you might select those that are readily available to you and your community through local and State government agencies, such as the Department of Transportation, health or advertising groups, or the Chamber of Commerce. In each section of the Community Audit in the appendix, you will find recommendations on what sources you can access and where to find them.

Collecting the Data

To perform the audit, you may need to go out into the community to look for evidence or to observe and track the data. This could mean counting alcohol advertisements on billboards; determining how many alcohol outlets, or points of purchase, are in a specified area; or observing enforcement of the laws. Other data collection methods include accessing depositories of information, such as State and local records, tracking sources, and accessing data sources.

It can take a week or several months to complete a Community Audit, depending on how much time your group is willing to invest in these activities. Some of the sections can be completed in hours; others may be more time consuming because they require observation, locating records, or interviewing people.

You should consider including youth to help collect the data and observe environmental factors. As the young people assist you in collecting the needed information, they will begin to understand and become aware of environmental risk factors. It is recommended that a group of people be used to collect all data, to make the process a lot easier and more interactive and provide different perspectives in analyzing the information.

Investigating and Observing

In gathering information for the Community Audit, it is important to identify possible problems in your community. Your first step should include a discussion with members of your community's ATOD Prevention Leadership Group to

identify which alcohol-related problems affect your community. Review the following list of alcohol-related problems and check the ones that your group considers to be major problems in your community.

- Litter
- Drinking and driving crashes
- Fights and vandalism
- Alcohol-related birth defects
- Family violence
- Thefts and other crimes

Another way to identify community alcohol problems is to review local media coverage of youth drinking, crime, and other alcohol-related problems. Media of interest to your group will include local newspapers and locally produced radio and television news and talk shows.

There are several ways to review media coverage. Choose one of the following methods that most interests your group:

- Informally discuss articles in the newspaper or on radio or television talk shows that have covered alcohol-related problems.
- Interview editors of local newspapers and station directors at radio and television stations to determine their coverage of alcohol-related problems.
- Systematically review local media for a specified period for editorials, interviews, and stories on alcohol-related problems.
- Identify a geographic area and review billboard advertising. Check the contents of billboard advertising and their intended target audiences. Contact billboard agencies and ask for additional information and their regulations on alcohol advertising.
- Contact the director of advertising sales or the station manager of local television and radio stations for information on alcohol advertising and air time. Monitor radio and television advertising for alcohol advertising air time, its message, and the intended audience.

In order to determine the magnitude of alcohol-related problems in your community, check with the following sources of information or tracking sources:

- Police department and highway patrol for drinking and driving arrests, injuries, and fatalities.
- Alcoholic Beverage Control (ABC) board for violations of ABC regulations (such as sales to minors).
- Local school systems for information on youth use, suspensions, and dropouts.
- Local public alcohol and other drug services agencies for information on youth in treatment.

When conducting your Community Audit, be resourceful–think of additional ways to get the information you need. Contact the many sources that are involved in tracking, promoting, advertising, safety, enforcement, and education of the underage drinking problem and its consequences.

Processing the Information

There are two types of information that you will gather from the Community Audit. First, there is the *quantitative* information–these represent the details, the facts, the observable and countable items. Second, there is the *qualitative* information–these are items such as your impressions, your interpretations, and your general observations.

The quantitative data can be summarized in an easy-to-use format. If you have a variety of people gathering the facts on a specific question, you may code this into a computer program (much like you did with the written survey). Otherwise, it is helpful just to compile the data in a summary manner.

For the qualitative information, the issue is one of looking at what to do with the observations that you previously recorded. In large part, this is an activity of "filing and organizing."

Rewriting Your Notes

If you are "hot" on the trail of some social phenomenon, you are likely to end a day of observations with a mass of scribbled notes in your notebook, on the backs of envelopes, or on alcohol print advertisements. Depending on how late in the day or night you complete your observa-

tions, you may be tempted to set the notes aside until later. However, it is important and vital for field researchers to rewrite those notes as soon as possible after making a set of observations.

Use your notes as a stimulus to re-create as many details of the day's experiences as possible. Your goal should be to produce notes as comprehensive as possible to record everything that seemed potentially relevant. If you regard your scribbled, on-the-spot notes as a trigger for your memory, then you'll see the importance of rewriting your notes each day, and you'll have a clear sense of how to proceed.

Data Analysis

Throughout the previous discussions, we have omitted a direct discussion of the most critical aspects of field research: how you determine what is important to observe and how you formulate your analytical conclusions based on those observations. We have indicated that observations and data analysis are interwoven processes in field research. In addressing this topic, we must engage in a discussion of *inductive* logic. Field research is one place where that mode of reasoning is especially evident and important.

As perhaps a most general guide, you will need to look especially for similarities and dissimilarities (which just about covers everything you are likely to see).

On the one hand, look for those patterns of interactions and events that are generally common to what you are studying. In other words, look for norms of behavior. What behavior patterns do young people engage in when purchasing alcohol? Do all underage users check for police officers in the area before entering a liquor outlet? Does alcohol advertising play a role in which liquor outlets young people select? In this sense, then, the field researcher is especially attuned to the discovery of *universals*. After you first notice these, you will become more deliberate in observing whether they are truly universal to the situations you observe.

On the other hand, you must constantly be alert to *differences*. Watch for deviations from the general norms you may have noted.

As you develop a theoretical understanding of what you are observing, there is a constant risk that you will observe only those things that support your theories. This danger may be at least partially avoided in a number of ways. First, if you expect underage drinking to be greater under some conditions than under others, you might formulate a concrete operational definition of use and begin counting under the different conditions. Second, enlist the assistance of others in observing behaviors and environments to gain a different point of view. Finally, sensitivity and awareness may provide sufficient safeguards against biased conclusions.

Preparing a Report

Once you have completed the Community Audit data collection and analysis, the next step is to summarize the results and report them. Most of the activities and field research that you have conducted focused on identifying environmental risk factors in your community that may encourage young people to drink. Interpreting the results is a qualitative process; that is, there are no numbers to tell you when your results indicate a problem. However, you can document certain themes and problem areas that should be explored further, and certain recommendations can be derived from this information. In preparing a qualitative report, you will want to

- Provide a description of the intent of the study and a description of the problem. Create a problem statement and identify your target audience and geographical area.
- Document the field research process and the observational methods.
- Summarize the findings. Use examples and case studies. Whenever possible, compare your information with similar studies or control areas or groups.
- Use graphics, videos, and photography or recordings of the advertising, neighborhoods, or situations that were observed. Quote the individuals you observed whenever possible.
- Summarize your findings by stating your inferential conclusions and the analysis done by the field researchers in your group.
- State major recommendations and future directions.

Summary

This brief overview of conducting a community risk assessment is just that–a "brief overview." It is designed to provide you with some highlights and tips. It is prepared to increase your ability to do the assessment well–and thus to have a more meaningful and appropriate prevention effort in your community!

To keep from feeling overwhelmed at this point, it is helpful to remember several key points:

- A Community Risk Assessment is a starting point, not an "end all." It will provide some information and will probably leave you wanting more!
- You do not have to do it all, and your community leadership group doesn't have to do it all. Think of the assessment as a project, where you can engage a variety of people and groups.
- Blend both the quantitative and the qualitative aspects of the assessment–each can inform the other.
- There are parts of the assessment that can bog you down–find those who are interested in those parts.
- There are numerous resources available. Some books are cited on the next page.
- Adapt the opinionnaire and Community Audit for your own purposes–tailor them to your community's unique needs.

Finally, it's important to keep in mind the context of the risk assessment. This is an important process, and one that can feel overwhelming. Keep it manageable, keep it relevant, and keep it useful. It's more important to gather a small amount of information now, and to use it, than to gather a large amount of information and let it sit in the corner of a room. Think about what your community group is interested in knowing about, and what will help it get to its own next point. *Then* this is much more manageable. And most of all–enjoy this process of building and helping to guide *your* community's future!

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As you know, many people are concerned about the issue of youth drinking alcohol while younger than the legal drinking age. All through the country, some community leaders are working to try to reduce this underage drinking. This Community Opinionnaire has been developed to assist these leaders as they plan their efforts. It is designed to give you the opportunity to provide some anonymous comments. Please take a few minutes to help us and our community.

The emphasis throughout this Community Opinionnaire is upon *youth younger than the legal drinking age of 21*. The term "youth" is used throughout and always applies to individuals under age 21.

For this Community Opinionnaire, please follow these instructions:

- Mark only one response for each question.
- Record your response by either using the blank provided or circling the letter or number.
- If you do not know the answer to a question, please mark the "DK" ("Don't Know") response.

THANKS!

Background Information

1. What is your gender? ___Male ___Female

2. What is your race/ethnicity?

   (a) African American/Black
   (b) Asian American
   (c) Euro-American/White
   (d) Hispanic/Latino
   (e) Native American
   (f) Pacific Islander
   (g) Other _____

3. What is your age?

   (a) under 18
   (b) 18-20
   (c) 21-29
   (d) 30-49
   (e) 50-65
   (f) over 65

4. For how many years have you lived in your community or the surrounding area?

   (a) less than 1 year
   (b) 1-2 years
   (c) 3-5 years
   (d) 6-10 years
   (e) more than 10 years

5. What is the ZIP code for your home address? _____

A. Your View of Youth and Alcohol

6a. In your opinion, what percentage of youth in your community drink alcohol?___ %

6b. In your opinion, what percentage of youth who do drink alcohol are involved in the following behaviors?

Have problems related to their alcohol use	____%
Drink heavily (having five or more drinks once or twice a week)	____%
Binge drink (having five or more drinks in a row at least once in the past 2 weeks)	____%
Are addicted to alcohol	____%

NOTE: A "drink" is a can of beer or malt liquor, a glass of wine, a wine cooler, or a mixed drink.

7. How often do the following occur in your community?

	Never				Often	Don't Know
Parents provide alcohol for youth	1	2	3	4	5	DK
Young adults purchase alcohol for youth	1	2	3	4	5	DK
Youth use fake ID cards	1	2	3	4	5	DK
Employees in stores check ID cards	1	2	3	4	5	DK
Employees in bars check ID cards	1	2	3	4	5	DK
Older brothers/sisters purchase alcohol for youth	1	2	3	4	5	DK

8. In your opinion, to what extent does the use of alcohol by youth in your community contribute to each of the following?

	Not At All	Some-what	Very Much	Don't Know
Youths' greater disregard for laws	1	2	3	DK
More truancy	1	2	3	DK
More dropping out of school	1	2	3	DK
Youths' lower job productivity	1	2	3	DK
Youths' increased sexual activity	1	2	3	DK
Lower academic performance	1	2	3	DK
Citizens feeling less safe	1	2	3	DK
Reduced safety on streets/roads/highways	1	2	3	DK
Increased crime	1	2	3	DK
Increased violence	1	2	3	DK
Increased graffiti	1	2	3	DK
Increased use of illicit drugs	1	2	3	DK
Increased gang activity	1	2	3	DK
Increased teen pregnancy	1	2	3	DK
Increased incidence of AIDS	1	2	3	DK
Increased use of tobacco	1	2	3	DK
More hanging out by youth with "nothing to do"	1	2	3	DK

9. To what extent does drinking by youth cause problems at the following events or locations?

	Never				Often	Don't Know
School-based athletic events	1	2	3	4	5	DK
School-based dances or social activities	1	2	3	4	5	DK
Community festivals or fairs	1	2	3	4	5	DK
Community-sponsored athletic events	1	2	3	4	5	DK
Public parks and recreation areas	1	2	3	4	5	DK
Parking lots and streets	1	2	3	4	5	DK
Isolated areas in town	1	2	3	4	5	DK
Rural locations out of town	1	2	3	4	5	DK
Gambling establishments	1	2	3	4	5	DK

B. The Community's View of Youth and Alcohol

10. How active in addressing the "youth alcohol problem" has each of the following been in your community?

	Not Active				Often	Don't Know
Parents	1	2	3	4	5	DK
Youths	1	2	3	4	5	DK
Law enforcement officers	1	2	3	4	5	DK
Judges	1	2	3	4	5	DK
Elected local officials	1	2	3	4	5	DK
State legislators	1	2	3	4	5	DK
Local business leaders	1	2	3	4	5	DK
School personnel	1	2	3	4	5	DK
College and university personnel	1	2	3	4	5	DK
Health care providers	1	2	3	4	5	DK
Religious leaders	1	2	3	4	5	DK
Tribal elders	1	2	3	4	5	DK
Newspaper editors	1	2	3	4	5	DK
Radio station personnel	1	2	3	4	5	DK
Television station personnel	1	2	3	4	5	DK
Bar and lounge owners/operators	1	2	3	4	5	DK
Alcohol Beverage Control commissioners	1	2	3	4	5	DK
Liquor store/mini mart owners	1	2	3	4	5	DK
Civic association members	1	2	3	4	5	DK
Service organization members	1	2	3	4	5	DK
Organizations serving youth	1	2	3	4	5	DK
Recreation service providers	1	2	3	4	5	DK
Special event organizers	1	2	3	4	5	DK

11. How much influence does each of the following have on youth alcohol consumption?

	Strong Influence To Consume Alcohol			No Influence at All			Strong Influence Not To Consume Alcohol	Don't Know
Youth								
Perception of harm	-3	-2	-1	0	1	2	3	DK
Sensation-seeking lifestyle	-3	-2	-1	0	1	2	3	DK
Emotional pain	-3	-2	-1	0	1	2	3	DK
Attitudes favorable to drinking	-3	-2	-1	0	1	2	3	DK
Family and Friends								
Parents' attitudes	-3	-2	-1	0	1	2	3	DK
Parents' behavior	-3	-2	-1	0	1	2	3	DK
Parents' rules	-3	-2	-1	0	1	2	3	DK
Relatives/extended family	-3	-2	-1	0	1	2	3	DK
Youths' peers	-3	-2	-1	0	1	2	3	DK
Youth role models	-3	-2	-1	0	1	2	3	DK
Media and Advertising								
Television personalities when on air	-3	-2	-1	0	1	2	3	DK
Television commercials	-3	-2	-1	0	1	2	3	DK
Radio personalities when on air	-3	-2	-1	0	1	2	3	DK
Radio commercials	-3	-2	-1	0	1	2	3	DK
Newspaper articles/ editorials	-3	-2	-1	0	1	2	3	DK
Newspaper advertising	-3	-2	-1	0	1	2	3	DK
Magazine articles/ editorials	-3	-2	-1	0	1	2	3	DK
Magazine advertising	-3	-2	-1	0	1	2	3	DK
Billboard advertising	-3	-2	-1	0	1	2	3	DK
Advertising on public transportation (e.g., buses, cabs)	-3	-2	-1	0	1	2	3	DK
Advertising in movie theaters	-3	-2	-1	0	1	2	3	DK
In-store advertising	-3	-2	-1	0	1	2	3	DK
Promotional strategies (e.g., T-shirts, buttons)	-3	-2	-1	0	1	2	3	DK

	Strong Influence To Consume Alcohol			No Influence at All			Strong Influence Not To Consume Alcohol	Don't Know
Education								
School teachers and staff	-3	-2	-1	0	1	2	3	DK
School policies	-3	-2	-1	0	1	2	3	DK
School alcohol and other drug prevention programs	-3	-2	-1	0	1	2	3	DK
Informational brochures	-3	-2	-1	0	1	2	3	DK
Posters	-3	-2	-1	0	1	2	3	DK
Education campaigns (e.g., Red Ribbon)	-3	-2	-1	0	1	2	3	DK
Community								
Adults in community	-3	-2	-1	0	1	2	3	DK
Elected officials	-3	-2	-1	0	1	2	3	DK
Business leaders	-3	-2	-1	0	1	2	3	DK
Civic leaders	-3	-2	-1	0	1	2	3	DK
Youth-oriented community agencies	-3	-2	-1	0	1	2	3	DK
Law enforcement officers	-3	-2	-1	0	1	2	3	DK
Religious leaders	-3	-2	-1	0	1	2	3	DK
Tribal elders	-3	-2	-1	0	1	2	3	DK
Sports figures	-3	-2	-1	0	1	2	3	DK
Other Considerations								
Legal considerations	-3	-2	-1	0	1	2	3	DK
Religious considerations	-3	-2	-1	0	1	2	3	DK
Health concerns	-3	-2	-1	0	1	2	3	DK

12. In your opinion, how sociably acceptable (even though it is illegal) is it for youth to drink alcohol under each of the following circumstances?

	Not At All	Some-what	Very Much	Don't Know
At home alone	1	2	3	DK
At home with family	1	2	3	DK
At home with friends	1	2	3	DK
At home with meals	1	2	3	DK
At parties that parents sponsor or chaperone	1	2	3	DK
In public restaurants	1	2	3	DK
During religious or tribal ceremonies	1	2	3	DK
At school-related sporting events	1	2	3	DK

	Not At All	Some-what	Very Much	Don't Know
With their parents	1	2	3	DK
During special occasions/celebrations	1	2	3	DK
On holidays	1	2	3	DK
In bars or pubs	1	2	3	DK
When in college	1	2	3	DK
At community events (e.g., festivals, fairs)	1	2	3	DK
As long as they are not driving	1	2	3	DK

13. Please tell us how much you agree with each of the following.

	Not At All		Some-what		Very Much	Don't Know
It is OK for anyone to drink if they are not driving.	1	2	3	4	5	DK
It is cool for youths to drink.	1	2	3	4	5	DK
Drinking is a "grownup" thing to do.	1	2	3	4	5	DK
Alcohol isn't as harmful as other drugs.	1	2	3	4	5	DK
Alcohol use is a way to appear more adult.	1	2	3	4	5	DK
Intoxication is accepted.	1	2	3	4	5	DK
Alcohol is a drug.	1	2	3	4	5	DK
Drinking by pedestrians is a concern.	1	2	3	4	5	DK
Drinking while driving is a problem.	1	2	3	4	5	DK
Getting drunk occasionally is part of normal adolescent behavior.	1	2	3	4	5	DK
It is OK to use a fake ID card.	1	2	3	4	5	DK
Purchasing alcohol when underage is OK.	1	2	3	4	5	DK
Penalties for law violations are lenient.	1	2	3	4	5	DK
Youth who violate an alcohol law should be treated differently from adults who violate the same law.	1	2	3	4	5	DK
Youth who drink should be jailed.	1	2	3	4	5	DK
Bartenders should be held responsible for their customers' injuries.	1	2	3	4	5	DK
Parents should be held responsible for their children's behavior.	1	2	3	4	5	DK
Alcohol's availability at events has no influence on whether youth use alcohol.	1	2	3	4	5	DK
Alcohol sponsorship of events does affect youths' decisions about using alcohol.	1	2	3	4	5	DK

C. Future Community Efforts

14. In your opinion, how effective would each of the following be in your community to reduce underage drinking? Some examples are included for each category.

	Not At All			Very Much	Don't Know
Enforcement (Enforce laws on minimum drinking age; penalize vendors who sell to youth; penalize parents, siblings, or young adults who purchase alcohol for youth)	1	2	3	4	DK
Licensing (Restrict or revoke youth driver's license for alcohol violations)	1	2	3	4	DK
Managing Availability (Restrict alcohol sales near schools, religious institutions, or places where youth gather; reduce hours for sale of alcohol; reduce number of outlets where alcohol can be purchased; increase taxes on alcohol)	1	2	3	4	DK
Legislation (Increase liability for sellers, servers; regulate sales of beer kegs)	1	2	3	4	DK
Policies and Procedures (Promote policies to offer nonalcoholic beverages and food)	1	2	3	4	DK
Advertising and Sponsorship (Eliminate alcohol ads near schools and other places where youth gather; require an equal number of health messages when alcohol ads are aired; restrict alcohol sponsorship of events aimed at youth)	1	2	3	4	DK
Family and Friends (Educate parents and other adults about alcohol and their responsibilities; promote positive peer pressure)	1	2	3	4	DK
Education and Prevention (Offer radio/TV public service announcements; sponsor information campaigns; include alcohol education in the school curriculum; develop school and community programs and activities)	1	2	3	4	DK

	Not At All			Very Much	Don't Know
Community Efforts (Provide alternative alcohol-free activities for youth; promote coordination among community groups)	1	2	3	4	DK
Training (Train alcohol sellers/servers, police officers, school personnel)	1	2	3	4	DK

Laws and Regulations

These questions may have different answers based on whether the context is the State or the local jurisdiction (city/county). Start at the local level with the judicial and law enforcement personnel, including prosecutors, Commonwealth/State attorney, local police, State police, or Alcoholic Beverage Control (ABC) personnel; have them determine whether it is a State or local law.

A. Does your local jurisdiction/State have laws or regulations on...

	Local or State	Source	Sanctions
■ Altering an ID card	L/S		
■ Possessing a fake ID card	L/S		
■ Using a fake ID card	L/S		
■ Youth lying about age	L/S		
■ Serving alcohol to youth	L/S		
■ Youth possessing alcohol	L/S		
■ Youth attempting to buy alcohol	L/S		
■ Youth successfully purchasing alcohol	L/S		
■ Youth consuming alcohol	L/S		
■ Parent serving alcohol to youth	L/S		

	Local or State	Source	Sanctions
■ Older sibling providing alcohol to youth	L/S		
■ Licensed establishments providing alcohol to youth	L/S		
■ Control and distribution of alcohol sales	L/S		
■ Sale of alcohol near religious institutions	L/S		
■ Sale of alcohol near schools	L/S		
■ Sale of alcohol near youths' recreation areas	L/S		
■ Night curfews	L/S		
■ Special penalties for youth and adults	L/S		
■ Parental liability for the son's/ daughter's violations	L/S		

Comment Box

B. Does your local jurisdiction/State have laws or regulations on...

	Local or State	Source
■ Administrative License Revocation (ALR)	L/S	
■ Seller/server liability (dram shop)	L/S	
■ Training of sellers/servers on checking ID cards	L/S	
■ Training of servers to limit alcohol consumption	L/S	
■ Hours of sale of alcohol	L/S	
■ Allowing alcohol to be sold only in six-packs (not in singles)	L/S	
■ Registration of beer keg sales	L/S	
■ Control and distribution of alcohol sales	L/S	
■ Allowing alcohol to be sold in a store where gasoline is also sold	L/S	
■ A blood alcohol concentration (BAC) of 0.02 or lower for youth	L/S	
■ Posting signs about "no sales to youths" and "checking ID cards of those under 25" at alcohol sales locations	L/S	

Police Enforcement

Contact local police regarding these issues. Note that the actual enforcement may be in conjunction with State ABC authorities, sheriff's offices, or State police.

Does your local jurisdiction/State conduct...

	Yes	No	Don't Know
■ Sting operations of alcohol sales establishments			
■ Roadblocks for drunk/impaired driving			
■ Undercover operations for alcohol violations			
■ Review of public alcohol-serving locations frequented by youth			
■ Review of locations where youth "hang out"			
■ Monitoring of hours of sale of alcohol			

Comment Box

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Tracking

Tracking is done by different agencies for different purposes. For the alcohol-related incidents, contact the police; also consider FARS (Fatal Accident Reporting System) data, available from the U.S. Department of Transportation. Data on youth use of alcohol are typically gathered locally by the school system; also gathered is information about suspensions and dropouts. Hospitals may keep information on "alcohol's involvement." Information on youth in treatment for alcohol problems may be gathered by the local public alcohol and other drug services agency; contact both public and private service providers, and acknowledge that some youth are referred outside of the jurisdiction for treatment.

What is the incidence of each of the following during a recent quarter or half year? Please indicate the total number, the number of youth-related incidents, and the source of information.

Alcohol-related arrests (excluding driving under the influence [DUI] and driving while intoxicated [DWI])

	Source
Total Number	
Youth Number	

Alcohol-related car crashes

	Source
Total Number	
Youth Number	

Alcohol-related car fatalities

	Source
Total Number	
Youth Number	

DUI arrests

		Source
Total Number		
Youth Number		

Age of youth beginning to use alcohol (Please note the grade level of students surveyed and source of information.)

	Source

Alcohol involvement in hospital emergency room admissions

		Source
Total Number		
Youth Number		

Alcohol-related school suspensions

	Source

Alcohol-related school dropouts

	Source

Youth referrals for alcohol treatment

	Source

Comment Box

Advertising

The ideal source of information for billboards is the billboard agencies that erect and/or maintain them. They should be able to specify the advertising that is carried. If information from the agencies is not sufficient, use a detailed map of the city and mark locations of billboards. Prepare an inventory of the content of each of them. Regarding billboards within sight of specific locations (schools, recreation areas, places of worship), contact school principals or parent-teacher associations, the city's recreation center directors, and pastors/ministers/priests/rabbis and ask how many billboards meet these criteria.

Billboards

(Limit your target area)

Number of billboards within defined region

Number of billboards with local alcohol advertising	
Number of billboards with national alcohol advertising	
Number of billboards with public service announcements	
General health message	
Health message on alcohol	
General safety message	
Safety message on alcohol	

Number of billboards within visual distance of schools

Number of billboards with local alcohol advertising	
Number of billboards with national alcohol advertising	
Number of billboards with public service announcements	
General health message	
Health message on alcohol	
General safety message	
Safety message on alcohol	

Number of billboards within visual distance of youth recreation areas

Number of billboards advertising alcohol	
Number of billboards with local alcohol advertising	
Number of billboards with national alcohol advertising	
Number of billboards with public service announcements	
General health message	
Health message on alcohol	
General safety message	
Safety message on alcohol	

Number of billboards within visual distance of places of worship

Number of billboards advertising alcohol	
Number of billboards with local alcohol advertising	
Number of billboards with national alcohol advertising	
Number of billboards with public service announcements	
General health message	
Health message on alcohol	
General safety message	
Safety message on alcohol	

Comment Box

Radio

This information may be maintained in logs by each radio station. Typically, reports are made to the Federal Communications Commission on a regular basis. Contact the director of advertising sales or the radio station manager.

Total number of minutes of advertising/day [ ]

Number of individual ads [ ]

	Number	Minutes
Local alcohol advertising		
National alcohol advertising		

Public service announcements about alcohol

	Number	Minutes
General health message		
Health message on alcohol		
General safety message		
Safety message on alcohol		

Comment Box

Television

This information may be maintained in logs by each television station. Typically, reports are made to the Federal Communications Commission on a regular basis. Contact the director of advertising or the radio manager.

Total number of minutes of advertising/day ____

Number of individual ads ____

	Number	Minutes
Local alcohol advertising		
National alcohol advertising		

Public service announcements about alcohol

	Number	Minutes
General health message		
Health message on alcohol		
General safety message		
Safety message on alcohol		

Comment Box

Movies

Contact the manager of each movie theater. Ask whether there is any local policy or corporate policy that addresses each of these.

Number of product ads on the screen in movie theaters	
Number of product print ads in movie theaters	
Number of alcohol ads on the screen in movie theaters	
Number of alcohol print ads in movie theaters	
Rating of movies when alcohol is advertised on the screen	

Comment Box

Public Transportation

Contact the various local licensing authorities for taxicabs, buses, and subways. Another location is the city government, which receives fees for licensing.

Taxicabs

Number of taxis in the city	
Number of ads per taxi	
Number of taxis with alcohol ads	
Number of ads that are alcohol ads	
Number of health ads	

Buses

Total number of buses systemwide	
Number of ads inside buses	
Number of alcohol ads inside buses systemwide	
Number of ads on bus exteriors systemwide	
Number of alcohol ads on bus exteriors systemwide	
Number of health ads	

Bus stops (waiting areas)

Number of ads	
Number of alcohol ads	
Number of health ads	

Subways

Total number of subway cars systemwide	
Number of ads inside cars systemwide	
Number of alcohol ads inside cars systemwide	
Number of health ads	

Subways (waiting areas)

Number of ads systemwide	
Number of alcohol ads systemwide	
Number of health ads	

Comment Box

Publications

Each of these types of publications has an editorial board; they will probably have an accounting of the space devoted to overall advertising and to public service announcements, as well as a descriptive breakdown of the individual items. An alternative approach is to count and measure the information from the individual publications on a regular basis. Note that there will undoubtedly be shifts based on seasonal fluctuations or individual events.

Note: Also look for targeting of ethnic, gender, age, and other groups.

Daily newspapers

	Number	Column Inches
Local alcohol advertising		
National alcohol advertising		
Public service ads related to alcohol		
Health messages		

Weekly newspapers

	Number	Column Inches
Local alcohol advertising		
National alcohol advertising		
Public service ads related to alcohol		
Health messages		

Local publications

	Number	Column Inches
Local alcohol advertising		
National alcohol advertising		
Public service ads related to alcohol		
Health messages		

Comment Box

Related Advertising (Define Area)

Contact the local Chamber of Commerce to determine if it gathers any of this information. Other sources are small business owners associations or an association of convenience store owners. A sampling of store owners may be contacted to determine their information about each of these. Another approach is to visit selected stores to count these items. Regarding the cosponsorship, contact a local scheduling authority or the Chamber of Commerce. It may be necessary to ask about specific events or about different kinds of cosponsorship (a shared name, an endorser, or a funder).

"Hours of operation" signs with alcohol logo	
Clocks with alcohol logo	
Coolers with alcohol logo	
Banners with alcohol logo	
"Hours of operation" signs with health logo	
Clocks with health logo	
Coolers with health logo	
Banners with health logo	

Cosponsorship of sports events with alcohol industry	
Cosponsorship of recreational activities with alcohol industry	
Cosponsorship of cultural activities (e.g., festival) with alcohol industry	
Cosponsorship of sports with health industry	
Cosponsorship of recreational activities with health industry	
Cosponsorship of cultural activities (e.g., festival) with health industry	

Comment Box

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Sales of Alcoholic Beverages

Contact the local alcoholic beverage control authority (typically a statewide information organization) to determine at which of the locations listed below the sale of alcoholic beverages is allowed. This may also be available from the local police. Each of the questions may be answered by visually determining where this is allowed. Note that there may be a difference based on whether the store is part of a chain or independently managed, its location, and other factors.

Sales of Beer

	Price	Location	Chilled Yes/No
State-controlled store			
Grocery store			
Convenience store			
Gas station			
Drivethrough window			
Bar/tavern			

Sales of Wine Coolers

	Price	Location	Chilled Yes/No
State-controlled store			
Grocery store			
Convenience store			
Gas station			
Drivethrough window			
Bar/tavern			

Comment Box

Community

This information can be accessed by contacting the mayor's or city manager's office, the State's drug/alcohol policy coordinator (typically in the Governor's office), or the National Prevention Network liaison.

Does your city have an organized alcohol and other drug policy/prevention task force with wide representation? ☐

Comment Box

For more information about alcohol, tobacco, and other drug abuse prevention, contact the National Clearinghouse for Alcohol and Drug Information, P.O. Box 2345, Rockville, MD 20847-2345, 1-800-729-6686, 301-468-2600, or TDD 1-800-487-4889.

Teen Drinking Prevention Program

Community Risk Assessment Guide

Center for Substance Abuse Prevention

SAMHSA